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THE FIRST FIVE YEARS--A 1967 RECOLLECTION OF THE EXPERIMENTAL LIBERAL ARTS ENRICHMENT PROGRAM AT MARYMOUNT COLLEGE OF VIRGINIA.

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THE EXPERIMENTAL, ENRICHED, LIBERAL ARTS PROGRAM AT MARYMOUNT COLLEGE OF VIRGINIA IS AN ATTEMPT TO INTRODUCE INNOVATIVE TECHNIQUES IN THE TEACHING OF SEVERAL LIBERAL ARTS COURSES. ENGLISH, HISTORY, LANGUAGE, AND PHILOSPHY TEACHERS ARE EXPERIMENTING WITH A VARIETY OF INNOVATIVE AND INDEPENDENT STUDY PROGRAMS. IN ONE OF THESE EXPERIMENTS, FRESHMEN STUDENTS WROTE INTERDISCIPLINARY PAPERS WHICH DEMONSTRATED THEIR ABILITY TO MAKE USE OF OPPORTUNITIES FOR RESEARCH. THE REPORT PRESENTS THE DETAILS OF SEVERAL OF THESE EXPERIMENTS AND REVIEWS SOME OTHER PROGRAMS DESIGNED TO IMPROVE COUNSELING AND STUDENT-FACULTY ORIENTATION. (AD)

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THE FIRST FIVE YEARS

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A 1967 RECOLLECTION OF THE EXPERIMENTAL LIBERAL ARTS ENRICHMENT PROGRAM AT MARYMOUNT COLLEGE OF VIRGINIA

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LOS ANGELES

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THE FIRST FIVE YEARS:

A 1967 Recollection of the Experimental Liberal Arts Enrichment Program at Marymount College of Virginia

Five years have passed since the Experimental Enriched Liberal Arts program was introduced at Marymount College of Virginia. While the initial impact of the program predictably brought about instant changes on the campus (as reported in our article published by the Junior College Journal in October, 1962), that dynamic effect has continued. Now, when a half-decade has been completed, it seems right that an examination of the program should be made and reported, not only for the satisfaction of those whose response brought enrichment to faculty and fellow students alike, but also for the encouragement of those who wish to try new approaches but hesitate to begin.

The Enriched Liberal Arts program is analytically described in Cooperative Research Project 1549, a study financed by a U.S. Office of Education grant. On file at the Library of Congress, and available to anyone interested in unbound form from the College at a small charge, the report provides statistical and research data. This recollection, however, is designed to "flesh out" that angular skeleton and to provide a more humane insight to the achievements, methods and sheer educational excitement which the program itself generated.

One of the most unusual features of the enriched program in liberal arts as introduced at Marymount College of Virginia in September, 1961, was the use of the seminar method in the core of liberal arts courses required for all students, regardless of curriculum. At that time, the seminar technique was still primarily reserved to the graduate and, in some institutions, upper-division levels. Obviously, too, the definitive difference between small classes and seminars was essential to Marymount College of Virginia's decision to implement the experiment.

Effective with the 1961 pilot group of students, and continuing in the present, teachers of courses in English, Philosophy, Theology and the Social Sciences lecture to groups of approximately sixty students twice a week, but in addition meet all students each week in groups of twelve for a seminar discussion. In this way students are assured not only the presentation of the disciplines concerned, but also a personal academic confrontation in which their intellectual responsibility may be expressed and assessed.

The new approach brought a changed climate to the campus. Library use more than doubled and time for "busy work" type of campus activities became more and more scarce as students strove to complete assignments and to prepare for discussion and full participation at the seminars. Students appeared to be busy at their studies and in most cases, to be finding their work satisfying and enjoyable. When questioned, students admitted that they did their readings much more regularly and thoroughly since in small groups it was not possible to hope that they could evade

participation. As one said: "...it was no longer possible to sit back and leave it to Susie.'"

Of 61 questionnaires completed by liberal arts students in 1963, 60 indicated that the seminars were valuable, one said that they were not. Representative statements were: "The seminar system should definitely be kept at Marymount because in a smaller group each feels free to comment and question - students receive individual attention;" and "...seminars helped all of us express our opinions on all topics; helped us to think and organize while speaking."

Guidance

It was recognized from the beginning that one of the important features of a program such as this would be emphasis on individual guidance and counseling.

A Faculty Advisor system had been in operation since 1958, and a clinical psychologist available for individual as well as group consultation. At first, only the religious who were residence hall prefects were Faculty Advisors. In 1964 full time lay faculty members joined the ranks, so that the number of advisees to advisor could be limited to 12-15. Notably, lay faculty requested that they be included in the system.

Since the training of advisors clearly would be significant to the system's success, special pre-fall semester conferences were inaugurated, in order to discuss techniques in interviewing, ways of getting to know the advisees, method of referrals and student personnel services available.

In 1961 a Placement Office was established to provide job and career information for students and alumnae.

In 1965 a full time College Transfer Counselor was added to the staff, as was a psychologist whose chief assignment was to coordinate the work of the Faculty Advisors.

As in the fields of instruction, the role of the Faculty Advisor is of vital importance if the objectives of challenging students to reach their potential are to be reached. Through Faculty Enrichment Grants (see page 10) faculty members who wished to improve their skill as advisors and to share their acquired knowledge with others have been sponsored in specialized studies.

Innovations in Classroom Teaching

Innovations in classroom teaching and other instructional aids have developed in conjunction with the emphasis on individual potential.

Perhaps campus-wide innovations and experiments could be classified under four headings:

1. Experiments in classroom instruction and independent study.

2. Experiments to improve educational tools and remedial programs and study techniques, including guidance.

3. Innovations resulting from an Institutional Self-Study in the

areas of objectives, curriculum and instruction, made over a two-year period from 1964-1966.

4. The European study program.

Creative Approaches to Study

In the years since 1961, several faculty members, encouraged by the emphasis on ways of improving instruction and the campus-wide emphasis on achieving individual potential, have tried innovative methods of instruction.

A summer independent study program in History and English was set up. One of the objectives of this program was to encourage students to read during the summer. Special reading lists and study guides were issued to those who applied and received approval from the Academic Dean and the Department concerned. A short discussion session (over a period of 2 days before the College re-opened) was held in the fall, followed by an oral examination conducted by members of the respective departments for those who wished to receive credit. While the number who completed the course and received credit was small, the program did encourage summer reading for many who completed even part of it. A few faculty members, as well as the Academic Dean, were not really convinced that students could succeed in completing, through directed independent summer study, work worthy of academic credit. Therefore, when permission to take this course became more and more difficult to obtain it died out. In evaluating the program, however, students expressed satisfaction in the summer work - it had stimulated them. One student wrote: "This course elaborated on all the previous knowledge of literature that I had."

Programmed Learning - English

One English teacher, Mrs. Evelyn Ludlow, experimented with Programmed Teaching of Rhythm Patterns in poetry for a limited period of sophomore English courses. Contrary to expectations, she found that the traditional method of teaching, even in technical areas, produced better results. The experiment, however, will be tried again in another poetry class.

Independent Study

Mrs. Ludlow also conducted an independent study in her poetry class for the past two years. The final report showed in many instances a marked degree of the "learning depth" which had been hoped for. The carry-over into the general field of poetry was evidenced by the statement of some that they had learned how to "get at" a poem. The students commented favorably on the value of the experience. The instructor was particularly pleased with excitement generated in the seminar discussions following presentation of each report, and with the number of libraries other than the College library which the students had used. There seemed to be also an increased ease in the technique of using resources as the project progressed and an increase in the maturity and sense of responsibility in doing semi-independent work, which the project was designed to foster.

Independent Study

Sister Pauline Apuzzo, another English Department member, tried an independent study experiment with a Freshman English class during the fall

of 1966. In her report she states: "Although it is too early to evaluate the outcome of this research approach in terms of the final paper, it is safe to say that the majority of students responded favorably to the responsibility imposed upon them. Many remarked upon the great deal of work they were able to accomplish, but also how difficult (but challenging) it was to discipline themselves into working according to a self-made schedule."

Poetry by Music

Mrs. Ludlow experimented with her class in poetry by having students read aloud to music reflecting the mood and rhythm of the poem selected for study. A description of the project is included in the Appendix.

Philosophy

The Philosophy Department also experimented with new approaches to that discipline. There were several experiments to a direct approach to the teaching of logic which were evaluated until a study group recommended the discontinuation of logic as a specific course. Because of the need of students to grasp the language of philosophy before really benefitting from courses in this discipline, philosophy teachers organized an orientation to Philosophical Reading and worked with incoming sophomores who were to assist freshman students.

History

In history, too, there have been attempts to stimulate analytical and critical thinking as students complete research on specific topics. Primary sources are used in preparation. The use of the Oxford-Cambridge non-decision debate proved highly successful as employed by Sister Francis de Sales Boran.

Foreign Language

The Language Department has attempted from year to year to find a way to bring students to their maximum potential in language study. In addition to strengthening their facility in the spoken language, they have attempted to improve their proficiency in listening comprehension, in reading and composition as well as in the cultural heritage of the peoples whose literature it is that they are studying.

Language Laboratories

The introduction of the language laboratory in [illegible] the requirement that students work there on specific assignments outside of class hours was the first successful innovation. Each year laboratory requirements have been studied and adjusted in an attempt to find the best practices in consideration of the type of material used and hours required. Among the materials taped for advanced students were actual newscasts coming by short-wave radio from foreign nations, plays taped from stereo recordings, and poets reciting their own poems.

MLA Placement

In 1960, because of growing dissatisfaction with the placement of students the MLA (Modern Language Association) examination was used. This

was administered at incoming students' high schools before the end of their senior year, so that scores and tapes could be analyzed during the summer.

While this produced a definite improvement, there were a few technical weaknesses the first year; some schools, given the option, preferred to send a detailed description of language work of their students. In many instances this resulted in placement of students in courses for which they were not really prepared.

A statistical comparison of MLA scores, grades, and CEEB language comprehensive and listening scores resulted in a new cut-off scale for September, 1966. Studies are being continued. The general impression so far is that there is much greater satisfaction with placement this year.

Spanish Civilization through Drama

Sister Francoise Therese Rogan, in conducting a Spanish Civilization class during 1966-1967, decided to try teaching through the study of plays. Four were studied in the original language: two representing the twentieth century (one contemporary, one 1935), one nineteenth century and one seventeenth century. Through study of the background of the plays, the civilization of the period was described in a meaningful setting. The teacher taped each of her fifty minute lectures in Spanish and students were able to work with these in the laboratory. There were also detailed questions at the end of each lecture. These covered fine points which often stimulated a trip to the library to verify answers.

While there has not been time as yet to analyze the results completely, this will be done for the benefit of others who may wish to try an interesting and innovative method of teaching foreign literature and civilization in college.

Study Abroad

Marymount College of Virginia has long been interested in study abroad. Since 1963 there have been summer study and travel programs available. A guided cultural tour of Europe was designed to incorporate a month of intensive language study at one of the universities in France or Spain.

In summer of 1966 another "first" was tried: the Sophomore Semester Abroad. Twenty-four students -- twelve for France, twelve for Spain -- arrived in Paris on July 26 for a week of sightseeing and orientation to the European scene.

On July 31 the French group set out for the University at Dijon, and the Spanish group for the University of Menendez Pelayo at Santander where they followed the university courses in language as well as their Marymount courses, which were conducted under Mr. Michael Didoha and Mrs. Joseph O'Connor. After completing the courses at Dijon, the French group set out for Montpellier where they followed both the September course and the winter course until December 20.

The Spanish group traveled by bus from Santander to Seville, where they studied at the University for the month of September; then they traveled back to Madrid where they completed the course from October to December 20.

The two members of the Marymount College of Virginia faculty were each qualified in two areas -- Mr. Didoha in Philosophy and Theology; Mrs. O'Connor in Political Science and English. Each completed nine teaching weeks with each group, concentrating on the courses and completing a minimum of forty-five class hours. Thus, when the students returned in December, they had completed the first semester of the Sophomore year.

In addition to having the opportunity to live in another country to study at universities which have long traditions of learning, and to meet people of many nations, the participants were able to visit places of interest and observe people in their native surroundings -- an education in itself. To quote Mr. Didoha, writing at the end of September; "The girls are saying less and less of 'I wish I had a hamburger,' and more and more of 'Let's plan an excursion to ------."

Students have completed the College Entrance Board's language comprehensive and listening tests, each student was interviewed by two members of the language department and all completed an original composition in the language studied. These reports will be analyzed and made part of the final report on the project.

The Library

The Library, too, has tried to assist in the efforts to explore the students' full potential.

The following is one of many attempts:

The librarians have conducted orientation series with each Freshman English class at the beginning of the year. In cooperation with the English Department several different methods have been tried to get students to know their way around the library and to become familiar with the resources as well as the library tools. During the academic years 1963-64 and 1964-65, two members of the teaching faculty were released from half of their normal teaching assignments in order to serve in the library as academic consultants for students. It was believed that classroom teachers would be more of a help than the librarian in guiding students to sources.

While this was moderately successful, after evaluation it was agreed to accomplish the same objective by closer cooperation between the library and the English Department.

Remedial Work

In the area of remedial or developmental work there have been several experiments. Recognizing that written English and correct grammar are of such great importance to success in all fields, the College has promoted several attempts to improve the quality of writing skills. For two years the English 3200 Program was sent to incoming students with directions to complete it during the summer. After evaluation for two years, English instructors believed that a pre-college test in the mechanics and effectiveness of expression in addition to the College Board Writing Sample would be better. These were evaluated during the summer and students who were considered borderline were required to take special remedial work in English, in addition to their Freshman English courses.

It is believed that the exceptionally high retention of the Class of '67 is due in no small degree to this practice. Eighty-two percent of freshmen who entered college in September, 1965, returned as sophomores in September, 1966.

Inter-Disciplinary Approach

In the fall semester 1964-65 an inter-disciplinary program was designed with the cooperation of freshman English and theology teachers. The objectives were to find a way to stimulate interest in research, to give students some experience in the use of time to study a topic in depth, and to provide some freedom from regular class structure for the 'lame duck' period between Christmas vacation and semester examinations in January.

Through the cooperation of the two departments students completed formal classes and took content examinations in English and theology before they left for Christmas vacation. Meanwhile their English research paper, ordinarily on any topic with emphasis on technique rather than content, was focused that year on a topic for theology. Thus, students completed one paper, not two, which was guided and graded by both teachers. Students had individual interviews during the two weeks while they were preparing the papers. Specific report and check forms were designed and used by the respective departments so that they would have a record of their guidance and the progress of each student. Typical topics were: "Prophetism;" "A Study of Jeremiah;"Judaism;" "The Study of the Sabbath and the Festivals;" A Comparison of the Book of Job and the Play 'J.B.';" and "Monotheism in Egyptian and Hebrew Religions."

The experiment was rated as quite successful by all concerned. Faculty members considered the quality of the papers, for the most part, average or above, with several rated excellent. They believed that most of the students gained more from this approach than they would have from a traditional research assignment in each of the courses. They believed that all students benefitted, although a few, whose performance would probably have been no better regardless of method, failed to utilize fully the opportunity given.

The teachers believed that they had an opportunity to get to know the students and their work on a much higher level than they had before, even in the seminars.

Because of further experiments in semester timing, the program has not been repeated. It did show that many fears and reservations concerning the possibility of students benefitting and using an opportunity for hours of research to advantage were unfounded.

Campus Climate; Honor Code

One of the first discoveries made in 1961 was that there was need for more time than previously required to keep up with assignments.

Requests were made to have the 11:00 o'clock "lights out" curfew removed or extended to a later hour.

A student-faculty committee met to discuss this during the 1961-62 scholastic year. In the course of several meetings and discussions it became clear that it should be possible to study in the dormitories at any

during the day, and that before hours could be lengthened it was necessary to have reasonable assurance that the atmosphere for study would prevail at all times.

Then a proposal was made to experiment in a limited way with an "Honor System," whereby students would be on their honor to maintain reasonable quiet at all times during the day and to keep their lights on after 11:00 p.m. only when necessary for study purposes.

After a meeting with the student body the experiment was approved and was so successful that the faculty-student committee continued its work in developing an honor code which would include all areas of student conduct. This was approved and went into effect in September, 1962.

As of September, 1962, students guided their life on campus by the Marymount College of Virginia Honor Code. This placed far greater responsibility on the individual.

During the scholastic year 1963-64 many signs of the impact of the education at Marymount College of Virginia became evident. Sophomores on their own initiative expressed a desire to promote purposeful intellectual activity on campus. Language students asked language teachers to have dinner with them on the evenings of Faculty Workshops. Signs reading "Ici on parle francais - or espanol" were placed over the table numbers. Others invited history or social science teachers to discuss current social or political issues, and still others invited philosophy or literature teachers to discuss current books.

Another group organized "suite" discussions of books after setting a goal of reading unassigned paperbacks according to a schedule. Several sophomore suites participated.

Sophomores also promoted recreational sports on campus over the weekends. They made a sincere effort to find talent among quiet and reserved students who might not always be noticed.

One of the final projects was a campus "College Bowl" with teams named for Presidents of the United States and scholars of antiquity by class choice. Emphasis was on students not always recognized; each class had student talent scouts. Faculty members were judges and spectators were invited to the elimination contests until freshmen and sophomores each were narrowed to one team -- the outstanding students from each class. Much enthusiasm was generated for the final contest, held at an assembly attended by faculty and students.

Greater Need for Orientation

With the stress on personal responsibility, the shortness of time which two years provides and the tragedy which occurs when a student does not realize the necessity of beginning well, students themselves realized that there was need for greater stress on orientation before the opening of the college year. Factors which influenced this decision included: a) necessity of a good beginning if success is to be assured, b) the age (17-18) of freshman students, c) the newness of both campus discipline and methods of instruction, time factors and environment. Ninety percent were boarders from more than thirty states, many far away from home for

the first time. (In the present year, the proportion is 15% non-resident and 85% resident students living on campus.) An orientation week was planned for September, 1962, and has continued each year since. Student leaders, elected during freshman year, prepare each spring for the orientation of the class entering the College the following September. Among results of this planning have been the lengthening of orientation period to one week and a greater stress on the academic aspects of college life.

Student Leader Orientation

In order to prepare student leaders for the important part they necessarily play in the orientation of freshmen, a Student Executive Seminar was inaugurated in September, 1962. This seminar met for three days before the freshmen arrived and provided an intensive program to assist these students in preparing for their important role in presenting the important features of college life and objectives to the incoming freshmen, to help them to understand the necessity for campus regulations and the honor code by which they maintain necessary atmosphere for study.

Invited guest speakers who specialize in leadership or character training, such as Dr. Ernest Ligon of Union College's Character Research Program and Bishop John Wright of Pittsburgh, have participated in these Student Executive Seminars as well as members of the College administration, faculty and alumnae who had been outstanding student leaders. Student leaders have played an imoortant role in the planning of both Freshman Orientation and the Student Executive Seminar.

Faculty Orientation

The College has always been aware that the success of any program depends to a very great extent on the teaching faculty members. The emphasis on the achievement of individual excellence therefore extends to the faculty members who are responsbile for instructing.

The major continuing need is a clear and professional understanding by faculty members of the goals and objectives of the College; of the characteristics of the student body; the requirements of the campus life at Marymount College of Virginia; the student leadership role; the honor code; and the particular stress on the individual through the seminar method.

Each year since 1960 a faculty workshop has been held for two days before the opening of College in the fall, as well as three to five sessions in the spring. These workshops have each been planned along a particular theme and have included demonstration of techniques, reports, discussion and presentation by distinguished educators. Suggestions offaculty members, gathered through questionnaires, have been included. Faculty members have also participated as discussion leaders, panel participants and the like. Books and background readings have been provided at the College's expense for all faculty members.

The following comments may serve to demonstrate the role of the Faculty Workshops in the development of improved instruction at Marymount College of Virginia:

"The session at which Dean Hayes spoke was, to me, the most interesting, not only because I have successfully used some of the ideas he presented--e.g. role playing, group dynamics, case study. The workshop was beneficial in that it encouraged me to take time out to review what I am doing in the light of 'am I doing my best?'"

"Dean Hayes was my inspiration -- he not only projects enthusiasm for the teaching-learning process; but encourages one to make a self-evaluation of present techniques, methods, and attitudes. I am truly more conscious of patterns that have developed in teaching that could be changed or altered..."

"From the comments made by this speaker (Dean Harriet Hudson) and from the comments made by our own faculty, I am confident that the method (the seminar) can be extremely beneficial to each student who has the opportunity to participate in this."

Miss Hudson brought out the point that the facilities of the library must be used to prepare the student for the discussion to follow in the seminars. "As a librarian and from the librarian's point of view, I discovered, as each faculty member spoke of his or her likes or dislikes of the seminar, that those who liked the seminar, and were having happy experiences in the seminars, are faculty members who use the library and are constantly seeking out ways to inspire their students."

Other Faculty Programs

Faculty members have been encouraged to develop innovated approaches to the teaching of their particular disciplines and to seek self-improvement through summer enrichment grants.

Each year faculty members have been supported up to $1,000.00 in summer projects to improve themselves as teachers.

In order to assure an objective judgment, applications for these grants are evaluated by three judges recruited from research agencies in no way connected with the college. Through this enrichment program faculty members have been supported in attending European universities to study the French novel and drama; attending the Shakespeare Anniversary Festival with the Association of Teachers of English; in studying programmed instruction and to develop a project for the teaching of rhythm patterns in poetry; visiting business colleges in England and Scotland to compare the training of British secretaries with that of American secretaries; a summer of research on the Dowdeswell papers in Sheffield, England; preparation of a text for use in theology class, and completion of doctoral dissertation research, to name only a few.

Dr. Harley O. Preston, Executive Secretary, Committee on National and International Affairs, American Psychological Association, wrote in March, 1963: "....Three individuals - Dr. Paul Spector, Dr. Victor Small, and myself - independently ranked the five applicants....

"The discussion among the judges brought out the following points which may provide some guidance to an ultimate decision.

"1. Miss Gilbert is just beginning her career and a grant for further study at this time would probably give considerable psychological impetus

to continuing her career. Also, because of her age, her tenure at Marymount may be longer than some of the other applicants and hence she will have a greater opportunity to affect more students on one of the basic subjects of a junior college - English.

"2. Mrs. Ludlow presents a definite plan for the use of the grant. Her long teaching experience and her tenure at Marymount would seem to qualify her for the honor. Further, it is improbable that she would leave Marymount at this stage of her career as a result of the contacts that she would make while pursuing the plan she proposes."

Realizing that considerable progress had been made toward the goal of stimulating students to more than average educational interests and motivating them to make the effort necessary to achieve this, the administrators of the College decided to institute an institutional self-analysis to determine where Marymount College of Virginia was, where it was going and how to get there. An outstanding American educator, Dr. William H. Conley, agreed to serve as consultant to this study, and in September, 1964, faculty committees were organized in three major study areas: objectives, curriculum and instruction. The committees met regularly during 1964-65 and submitted reports at the end of the scholastic year.

Two problems about which the committees expressed most concern were: the number of courses taken simultaneously by students, and the number of one and two semester hour courses. They were also concerned over the related fact that the program arrangement left very litte opportunity for electives.

During the summer of 1965 reports were studied at the College. It was possible to consolidate many of the two credit courses and all the speech courses, which had offered one credit. This relieved, to a small degree, the number of areas which were demanding students' attention at one time.

After analyzing proposals for a change in calendar which would allow greater concentration in fewer areas at a time, the Administrative Committee found that the idea of a split semester which had been suggested seemed workable. When the Registrar's Office was able to prepare a master plan which provided for a comparatively even distribution of faculty teaching load and student course sequence, the plan was approved on an experimental basis for a minimum of two years.

According to this plan, the semester is evenly divided into two eight week class periods. This includes seven complete weeks of classes for all, days for study and consultation and three days for examinations. The plan for the entire year is drawn up during fall registration period so that there is a minimum requirement for registration formalities after each unit of the year is completed. (It should be noted that other than in extraordinary cases Marymount College of Virginia does not make mid-year admissions.) Each student takes three semester hours in English every semester and three hours of either theology or philosophy, so that at the end of the year she has completed six semester hours of English, and three each in the other two disciplines. In addition to the three credit course in the humanities (English, theology or philosophy) students take one or two other three credit courses each half-semester. It is also possible for students taking skill courses (such as shorthand, typing, and certain art)

to take one or two three semester hour courses for the entire semester. For example -- a liberal arts student may take:

1st 8 weeks		2nd 8 weeks		3rd 8 weeks		4th 8 weeks	
English	3	Philosophy	3	English	3	Theology	3
History	3	History	3	Science or Math	3 or 4	Science or Math	3 or 4
French	3	French	3	Speech		Speech	3

A secretarial student may take:

English	3	Philosophy	3	English	3	Theology	3
Shorthand		Shorthand	3	Shorthand		Shorthand	3
Typing		Typing	2	Typing		Typing	2
Bus. Law	3	Bus. Math	3	Accounting		Accounting	3

Careful study is planned to determine the effect of this arrangement. Teachers who are responsible for the courses on the split semester find that it is much more challenging for them. They find that they have more work to do in order to keep up with the pace and cover the required syllabus. They also find that they have to revamp their time patterns, since it is clear that this split semester does not simply mean covering twice as much material per week.

It is also true that the number of subjects taken at any one time is approximately half that according to the traditional arrangement. For example, language teachers who may have had 100 students for the year now have approximately 50 per semester. With the reduced number meeting twice as often, there is a much greater opportunity for the teacher to know the individual students and the type of work each performs. One language teacher reported that she had covered before the end of the first half of semester more than she covered up to March last year. Furthermore, students seemed to have a far better grasp of the language.

Research Office

A research office has been in operation at the College since the time of the first Cooperative Research Branch contract with the U. S. Office of Education for the evaluation of the Enriched Liberal Arts program. In its formative stages, the office has concentrated primarily on orderly accumulation of data. The College plans, however, to extend the office's activity to more evaluative functions. Since its inception the office has been served by professional research consultants.

CORD

The objectives of the liberal arts content of the first two years of college have been of continual interest to Marymount College of Virginia as the experimental and innovative approach developed on campus. Therefore, in June, 1966, a CORD contract with the Office of Education Research Branch was signed by which Marymount College of Virginia agreed to assume leadership in a Consortium of Research Development in conjunction with Bennett College in Millbrook, New York; Chatham College in Pittsburgh, Pennsylvania; and Manhattanville College of the Sacred Heart at Purchase, New York.

Through a joint study of the humanities it is expected that a still greater interest in innovative instruction and creative teaching will be encouraged.

Evaluation

A few of the current innovative plans, the evaluation of which instructors are pursuing with college research consultants, include:

1. A comparison of a three credit speech course, taught throughout a semester with a course concentrated in a half semester.

2. An evaluation of the impact of language study following the two time arrangements.

3. An experiment in team teaching in the humanities.

4. An evaluation of European Study Program.

5. A self-analysis of Student Personnel Program.

Extra Classroom Life

Due to the increased intellectual demands on students, a new look at extra-class activities became necessary. A self-analysis of student personnel program is but one of the current results of this need.

* * * * * *

Perhaps the results of these efforts can best be illustrated by a few sample excerpts from questionnaires which have been completed by parents and students each year and from a recent alumnae survey.

Students on the Seminar System:

Student Questionnaires - Class of 1963 - First to complete a full two year program with seminars:

"...Because in a smaller group each feels free to comment and question. Students receive individual attention."

"...The Seminar system should definitely be kept at Marymount. They should be kept as small as possible."

"...Seminars helped all of us express our opinions on all topics; helped us to think and organize while speaking."

"...The Ethics seminar made the individual think--it enabled us to answer questions and discuss among ourselves."

Questionnaires completed by students before the end of their Sophomore year:

Question: Outstanding features at MCV

A student in the secretarial program wrote :...the acute interest in

the faculty in the student and her well-being and the idea of helping her to get ahead. The student is their main interest."

An education student; "...Its interest in all students and its ability in bringing forth the potential of each student."

A merchandising student; "...The seminars, the way they are conducted, and the limited number of students in them."

A liberal arts student; "...The courses provided offer a program where one can feel college work is being demanded, yet it remains on a personal level with the student."

Questionnaire to parents of Sophomores as they complete their course at MCV:

Question: When your daughter entered Marymount College of Virginia, what did you hope that she would accomplish there?

"...Become interested in books to the point where she would wish to go on for a degree. Get a broader outlook by mixing with others. Being away from home would create a greater appreciation of what she has at home."

"...Confidence in her ability to handle a college curriculum of liberal arts and a desire to go on to further education as her confidence developed."

"...Study and live with other girls. To know what the rest of the world and people in it think and how they act."

When asked opinion as to how Marymount College of Virginia could have been more helpful - Parents responded:

"...Marymount does an excellent job. So many girls at this point are not awake. They have yet to see the world they live in, to think about it, or to realize their potential; Marymount makes them do their best."

It is certain that many efforts have been expended in our attempt to bring individuals to their greatest potential -- that although much has been achieved toward this objective, there is still much to be done.

General institutional strengths may be recognized as:

1. General appreciation of the value of the enriched liberal arts program and the fairly universal appreciation for the seminar system.

2. An experimental approach to instruction with the encouragement for innovative and creative experiments in instruction which have been attempted by several instructors.

3. Experiments in programming in order to provide an opportunity for greater study in depth have been tried in the form of inter-disciplinary projects and split semester calendar. Course requirements have been adjusted in line with institutional self-study recommendations.

Problems

In recognizing these strengths I should like to mention that there are also problems which impede the complete fulfillment of stated objectives:

1. The hesitancy on the part of some faculty members to take the risks that come with innovation and to make the extra effort required to try a new and untried way of conducting their classes.

2. The need for a method of satisfactorily orientating Faculty Advisors and establishing a completely effective advisor-advisee communication system.

Long Range Goals

Long range goals include a further streamlining of requirements in keeping with objectives of liberal arts disciplines, thus allowing for greater choice on the part of students. The following are goals for the future:

1. Experiments with group dynamics and more formalized training of student leaders.

2. Further encouragement of faculty projects in creative teaching.

3. Investigation of a meaningful system of awards for outstanding instruction.

While realizing that no system is completely satisfactory, the College plans to continue the campus-wide search for vital means of fulfilling the objectives to which it has dedicated itself.

APPENDIX

THE FIRST FIVE YEARS:

A 1967 Recollection of the Experimental Liberal Arts Enrichment Program at Marymount College of Virginia

AN EXPERIMENT IN THE PROGRAMMED TEACHING OF RHYTHM PATTERNS IN POETRY

After some intensive study of the programmed method of teaching, the writer became convinced of two things, in regard to its applicability to the teaching of the Humanities in general and of Literature in particular. These were:

a) that there are many areas, such as aesthetic response to a work of art, that cannot, and should not be programmed; and (b) that some material which concerns simple acquisition of facts for later recall, technical knowledge of the skills necessary for the creation of a particular literary form. The writer also believes that a program prepared by the instructor for use in a particular syllabus is the most effective one.

In accordance with this belief, the experiment reported here was undertaken. Small in scope, and admittedly amateur in preparation, its findings showed that students learning by the traditional method (lecture and classroom practice) scored significantly higher, as determined by the t test, than those who learned through the program, in the area defined as "judgement" (i.e. knowledgeable use of facts acquired). In other areas, labeled "recall" and "recognition" the results showed little difference in the achievement levels of the two groups..Such differences as existed favored the control group.

The experiment was conducted with Sophomore students at Marymount College of Virginia. All participating students were members of a class in Poetry Appreciation conducted by the writer. All had been taught by her for a full semester prior to the one in which the experiment took place. The achievement levels of the two groups was comparable--an estimate based on their CEEB scores, and their grades in Literature for the previous semester..An equal number of above-average, average, and below average students was included in each group, totaling 36 students for each group.

The program covered rhythm patterns in poetry was prepared by the instructor. A total of four lecture-and-practice periods was spent on the material covered, by the control group. The members of the experimental group, completing the program at individual speeds varied from one and a half to five hours in time consumed..Material used was designed to cover the elements of rhythm in spoken language; i.e. syllable, stress, different types and arrangements of metrical feet.

A pre-test had indicated that little prior knowledge of rhythm patterns existed in any of the students. A post-test was given immediately on completion of the program to each student in the experimental group and at the end of the last lecture period to the control group. The test was designed to:

1. elicit simple recall;

2. recognition of various rhythm patterns from diagrams;

3. marking of rhythm patterns in unclassified lines of poetry (judgement).

Data obtained were analyzed in the three areas, and for the different achievement levels. The results indicated that in the area of recall there was no significant difference in the performance of the two groups. In the area of recognition, the average segment of the control group scored higher than the average segment of the experimental group. In the area of judgement, both the higher and the middle levels of the control group scored higher than those of the experimental group. Grand total analysis showed that those students exposed to the experimental setting scored significantly lower than those in the control group.

Analysis of the results seem to give the traditional method of teaching, even in technical areas, an advantage, contrary to the expectations of the writer. It must be admitted however, that in an experiment in which the programmer and the instructor are the same, and that one prejudiced in favor of tradition, the question may justifiably be raised as to whether the doubts expressed at the beginning of this report may have subconsciously influenced preparation of the program. In defense, it may be stated that the program was supervised and approved by an experienced programmer.

No definitive conclusions are attempted here, but one tentative conclusion can be drawn. The battle between the teacher and the program continues, but in one small skirmish, the teacher won.

EXPERIMENT IN SEMI-INDEPENDENT STUDY

For the past two years, the instructor has used a program of semi-independent study in the field of modern poetry, as a seminar project. The objectives were:

1. to help the student toward developing research techniques and study habits necessary for independent study on the upper division college level.

2. to give the student a "window" on all poetry through intensive study of one poet and his works

3. to encourage the student to use the facilities of other area libraries, particularly, the Library of Congress

4. to give them the opportunity to participate knowledgeably in the experience of poetry of all times by a study in depth of the work of their own time.

PROCEDURE:

The students in each seminar were divided into groups of three. Each group selected a single poet for study. Bibliographies were prepared at the College library by the groups, and approved by the instructor. Areas of research included biographical and critical data, and analysis of important poems, by established critics of the author under study. Six hours of class time were released, during which the students worked in the college library under the supervision of the instructor. Work in other libraries, and writing of the reports was done independently. One member of each group prepared the report on the life of the poet; a second, on the critical opinions about the poet; a third, an analysis of selected important poems by established critics. In addition, each member of the group prepared original analyses of at least three poems. One member of each group prepared a condensed version of the separate reports for oral presentation to the seminars. Each member discussed one poem of her own selection. The seminar as a whole evaluated the presentations of each group, in a sometimes very lively manner.

OBSERVATIONS:

It was found that the students at first needed guidance in finding bibliographical data in any but the accustomed places. But they gained facility with the aid of the librarians, and produced some very good ones. (Some of these were used to build up the Library offerings in modern poetry). The final reports showed, in many instances, a marked degree of the"learning in depth" which had been hoped for. The carry-over into the general field of poetry was evidenced by the statement of some that they had learned how to "get at" a poem. The students commented favorably on the values of the experience. The instructor was particularly pleased with the excitement generated in the seminar discussions following the presentation of each report, and with the number of libraries other than the College Library, which the students used. One or two of them discovered the Library of Congress for the first time--a worth-while fringe benefit. There seemed a;sp. an encreased ease in using the techniques of research as the project progressed and an increase in the maturity and sense of responsibility in doing semi-independent work, which the project was designed to foster.

All for Jesus through Mary

Course Evaluation - English 101 (Composition & Literature)

Sister Pauline, R.S.H.M.

Class enrollment: 58 students

The following is a resume and initial evaluation of the first course in English, offered at Marymount College of Virginia, September-November, 1966.

1. The reader is referred to the attached syllabus for aims and general plan of the course.

2. An innovation this year was the use of films as part of the course, to stimulate discussion (seminar) and provide perceptual materials as a source for theme writing.

   The students were also required to attend three cultural events outside of class (films, plays, concerts, etc.)

3. The course put heavy accent on composition as such. Readings (text: The Modern Essay) were held at a minimum and, along with films and seminar discussions, were geared to focusing upon a given 'motif' for each week, which culminated in a written response.

   To further aid this focus, seminars were held in two-hour blocks weekly (with the exception of one group which had a split session on Wednesday and Friday. In-class writing and student evaluations of themes were encouraged. It was felt that the block scheduling helped the student concentrate better and be less conscious of time and more of task.

4. No examinations or quizzes were scheduled during the seven week quarter, but weekly themes and "spot quizzes" on the essays afforded a running check on student progress.

   A file kept for each student provided another opportunity for noting the progress of each student, and girls coming for extra help could refer to this file, in this way having a concrete example of their writing at hand. At the end of the quarter, these themes were re-evaluated in terms of the entire student grade (of which they counted about 15%).

   A final examination (two hours) tested the essays, student "cultural exposure", the concepts of communication and form and content in literature, research procedures and the use of the library. The exam also provided opportunity for a final, brief student theme.

5. The final two weeks of the quarter were devoted to an Independent (but guided) Research Project. During the fourth week of the quarter, the students selected a topic within the area of the humanities, presenting it with an outline and tentative bibliography for instructor's approval. Concurrent lectures that same week offered insights into research procedures, and a lecture and slides provided by the librarian to illustrate efficient library use. The students were then freed from class and seminar meetings (except for four lectures) for a two-week period, in which they would devote roughly 36 hours to researching their chosen topic, write a 10-12 page paper, following the College Research Paper format, and submit this on the last day of the quarter. The students had the obligation to meet the instructor at a specified time for private interview, to check progress and ask any questions about the topic under study. The instructor also provided "open hours" whereby students might come without an appointment to ask questions, etc.

Although it is too early to evaluate the outcome of this research approach in terms of the final paper, it is safe to say that the majority of students responded favorably to the responsibility imposed upon them. Many remarked upon the great deal of work they were able to accomplish, but also how difficult (but challenging) it was to discipline themselves into working according to a self-made schedule.

6. The final grade for the course was computed from the following percentages:

Final exam	50%
Research project	25%
Seminar and class participation and themes	25%

7. A student opinionnaire (Syracuse Univ. form) was elicited from the class in the final lecture hour. The results of this opinionnaire have not been tallied to date but will be forwarded at the earliest opportunity.

At this point, the instructor's feelings about the course include these observations:

a) the composition course was a more vital experience this year than previously

b) the class enrollment is still to large to afford meaningful participation in lecture (which, in this particular course, is essential)

c) the split-semester system provides a good opportunity for the concentration on writing which students sorely need, but the "humanities block" is, it is felt, too rigid. The instructor could not schedule, for example, a two-hour lecture, or change seminar meetings for a given occasion.

Since the students are taking fewer courses and, ostensibly, have a freer schedule, it might be a good thing if the instructor could utilize this freedom too, in terms of a more flexible "block".

d) a course in writing is difficult to teach, and student needs vary greatly. Students too, seem to be growing more and more sophisticated with regard to their personal reading and the films, etc., to which they are exposed. They have a great hunger to discuss, to share ideas; they dislike writing for the most part but will do it - and do it with some degree of accuracy -- if successfully motivated. They also have a need to match their newly found sophistication with genuine intellectual understanding and appreciation of various literary and art media in this highly technological and 'media-ized' age.

SUPPLEMENTARY ENGLISH REPORT February 1966 - May 1966

RE: Innovations in Teaching

The second semester work in the remedial English section has engendered a student response which is, I think, worth noting.

We set up the Tuesday 8:00 a.m. class in a seminar room, conducting the meeting in a workshop style. The initial response (barring 8 o'clock sleepiness) was not a very energetic one, but a few weeks later, after discussing the matter of communication in writing being a genuine personal expression of the author to his reader(s), the interest and enthusiasm picked up radically and the morning sessions have since been a sharing of ideas, mutually praised and/or criticized by the students as much as by the instructor. The girls themselves have remarked on how much better they feel about writing and when asked (by me) why they thought their writing had improved in this class while they felt little change in the regular English class, they answered unanimously

> * that the smaller discussion groups and the corrections done right in class are a great help, and make them sense their * weaknesses and strong points in a way that a comment and grade on a theme handed back in class cannot do.

I think this small sampling indicates a consideration about composition teaching which might be considered on a larger scale. At any rate, the technique has been surprisingly successful and has motivated the students toward a creative expression in their writing which I have not experienced previously.

SEMINAR PROJECT: The Reading Aloud of Poetry to Music (Mrs. Evelyn Ludlow, Chairman, English Dept.)

The reading aloud of poetry to music was part of a seven-hour seminar project in Oral Interpretation. Its purpose was to determine whether or not the reinforcement of the mood and rhythm of a poem by similar mood and rhythm in a musical composition would improve the student's ability to interpret orally.

The procedure was as follows:

1. Each student selected a medium-length poem for study throughout the unit, subject to approval by the instructor. Initial reading by each student was evaluated in terms of proper pronunciation of words; proper observation of punctuation; and attention to literal meaning. Group discussion was held on all of these points. A second reading was recorded, and evaluated by the student herself. It was filed for comparison with a final recording.

2. The student was asked to find a piece of music (a record, usually, though one student accompanied herself on a harp, and another on a guitar) that seemed to "fit" the poem. As an example, on one occasion the instructor read Arnold's "Dover Beach" to the first movement of the "Moonlight Sonata". Another happy combination was Milne's "The King's Breakfast" with Beethoven's "Country Dance".

3. Each student then read and recorded her poem with the musical background. Seminar discussions revolved around the reasons for her choice of music, and the validity of that choice.

4. The second, and the final records (recordings) were then contrasted, and the two experiences evaluated. Without exception, the student's interpretation against the musical background was better; in some cases, dramatically so.

The instructor was particularly pleased with the interest of the students in the project. Two problems in oral reading seemed to be helped:

1. The tendency of the student to read too rapidly was overcome by the rhythm of the music.

2. The mood of the music added color to the voice and reduced the tendency to intone the lines and drop the voice at the end of each line.

The success of this attempt to add a dimension to Oral Interpretation has led the instructor to work out a plan for poetry reading with dance with the instructor of modern dance. This has been done professionally and students have expressed an interest in such an experiment. This, however, will not be held until the spring semester of 1967.

THE COURSE OF CIVILIZATION - Professor - M. Francis de Sales, R.S.H.M.

I have been teaching the Freshman basic history course for the past three years at Marymount College of Virginia.

Three years ago, one of the first experimental innovations which I made (for my division of this course only, however) was to change both the title and the content of the course from History of Europe to The Course of Civilization, so that the students could be introduced to some understanding of the cultures and history of peoples other than the European, important as Europe and Europeans are for any Western contemporary.

This decision raised the expected problem of breadth v. depth! And certainly the course was already heavy enough in comprehensivity of scope. But it was a decision which I felt simply had to be made, in justice to the students, first of all. Born into the exciting and swiftly changing twentieth century, which has made such technic advances even in their own young lifetimes that no longer is any edge of the earth distant from another, these students need to know at least a few of the basics about the peoples of the earth other than Europeans. If peace and harmony are to be their future, if understanding, sympathy, empathy, inter-personal relationship of any worth are to inform their lives, I felt that this basic college course should in justice introduce them to other peoples and other cultures. From the first, I felt that the significant difficulty of breadth v. depth need not be insurmountable; for, after all even very specialized history courses may well, and frequently do, have to fac that problem! Depth, comprehension need not be sacrificed to an increased content matter! A good text and a judicious synthesis of matter, together with any and every experimental teaching gambit I could think up, would go far to melt the problem away! Certainly, I did not at all desire to see the course watered down to some meaningless World Historical Backgrounds, which was neither historic fish nor flesh. But I did desire that my students, in a proper time scale and with a proper time-sense, would get to know something of the great ideas, great strengths, great achievements, and great mistakes, of the world's great peoples.

After three years of practical experience, I can say that neither the students nor myself regret what has been done. The following made success possible, I believe.

1. To begin with a good text, The Course of Civilization by Strayer, Gatzke and Harbison*, without sacrificing depth of comprehension, provides excellent synthesis, and while introducing the student to the history and cultures of peoples other than the European, at the same time provides him with a basic knowledge of outstanding primary sources (through excerpts) and leading secondaries. The teacher, however, must supplement even the synthesis of the text.

2. A planned program of outside (library) correlated readings in primaries and secondaries, together with the traditional experiences in research and in writing must be maintained, I believe, at any cost, if depth of comprehension is to be safeguarded.

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* Joseph R. Strayer, Hans W. Gatzke and E. Harris Harbison, The Course of Civilization. Two volumes, Burlingame, New York and Harcourt, Brace and World, Inc. 1961.

The Course of Civilization, continued

3. Above all, the fact that each student in the class was able to have one of her 3 hours per week in a seminar experience made this course vital and intellectually rewarding to the students. The SEMINAR SYSTEM, which Marymount College of Virginia sponsors and employs throughout the entire Liberal Arts curriculum, makes it possible for each three-hour course student to take one of these hours as a Seminar. This is done by breaking the lecture class down into smaller groups of about twelve per seminar. It was in the Seminar sessions, after the first painful shyness and sense of deficiency was overcome, that the students began to grapple with the de facto process of learning, that they became existentially involved, each on her own and to her own potential and that they learned to delight in their work.

Perhaps the most potent tool of all in generating student self-involvement and interest was what they and I have come to call 'the Cambridge-Oxford Style of Discussion'. All this means is a no-judge debate! Ordinarily, on the projection of work ahead, I framed a very broad theses, naming two or three students to uphold it and three or four to attack it. Infrequently all twelve were involved in actual speech-making; but, that leaves little time for rebuttal. There is great room for experimentation in the use of this method. The students love it!

Invariably, after the first encounter in each seminar, I was most amused, and rewarded, to hear remarks such as: 'that was the most interesting class', simply because they themselves conducted it entirely. I say I was amused because frequently I found myself cringing inwardly at the historical heresies or the non sequiturs I was hoping I would have time to get my teeth into, and yet to the students their own existential involvement meant much more than my lecture words-of-wisdom!

Such individualized total self-involvement in the process and art of learning cannot, I believe, be outclassed. It debars all rote learning. It extracts the pith of the thing at hand to be learned, and it enables the student to bring to the learning her own unique personalized style of comprehension and expression of that learning. It is, in fact, so worthwhile that I am convinced that the teacher must be ready and willing to contemplate and to permit, if necessary, student blunders, pitfalls, and heresies of whatever ilk in the process. After all, true learning must be a free commitment, and freedom, if it means anything, must mean that I am free to make a mistake, to err, to get the thing wrong! This: so long as the teacher fulfills his responsibility on the other side of the thesis.

[redacted]

MEMORANDUM

January 31, 1967

To: Sister M. Majella Berg, R.S.H.M.
From: Francis T. Casey

Subject: Topics of papers for 1964-65 Interdisciplinary Research Project

Here are some typical topics for the Freshman Research Project in 1964-1965. Perhaps you will want to use only a few of them for your report. In some of them the theological content was better than the writing style, while in others the opposite was true. Regardless of the grades received on the papers, I have chosen these to show the extent of subject area covered.

1. Judaism: the Study of the Sabbath and the Festivals.
2. Monotheism in Egyptian and Hebrew Religions.
3. Dead Sea Scrolls: the Light They Shed on Primitive Christianity.
4. Daily Life in the Biblical Land of Israel.
5. A Comparison of the Book of Job and the Play "J.B."
6. The Law and Slavery in Israel.
7. The Concept of the Anavim in the Old Testament.
8. The Religion of the Babylonians and Assyrians.
9. Evolution and the Biblical Creation Account.
10. Origins: A Study of Ancient Semitic Civilisations.
11. Jewish Law and Court Procedures in the Old Testament.
12. Scripture and Tradition in the Jewish Community.
13. The Jewish People and Their Contributions to Civilization.
14. A Comparison of Babylonian, Assyrian and Hebrew Religious Beliefs.
15. Creation: The Views of Science, Mythology and Theology.
16. Israel's Evolution from Tribe to Social Class.
17. The Life of Babylonians under Hammurabi.
18. The Book of Job and the Problem of Suffering.
19. David: The Most Human Character of the Old Testament.
20. The Role of Women in the Bible (Deborah and Delilah).
21. Crime and Punishment in the Law of the Old Testament.
22. Two Jewish Festivals: Passover and Hanukkah.
23. Jericho and Archeological Exploration.
24. A Critical Study of the Life of David.
25. Judaism and Islam: A Comparison.
26. Geography and Topography of the Holy Land During the Time of Christ.
27. Development of Messianism.
28. Considerations of "Moby Dick" as a Religious Allegory.
29. Some Significant Events in the Life of Moses.
30. Love in the Old Testament.
31. The Importance of Cyrus, King of Persians and Liberator of the Israelites.
32. The Concepts of Jewish Law in the Torah.
33. A Study of Hebraic and Greek Justice.
34. Historical Rose of the Jewish Prophets in Preparation for Christianity.
35. Creation and Teilhard de Chardin.
36. The Notion of After-Life in Egyptian and Hebrew Thought.
37. The Historical Development of the Idea of Sacrifice.
38. Ruth, the Faithful Daughter-in-Law.
39. An Historical Relation between the Vestments of the Aaronic Priesthood and Those of the Christian Church.
40. The Conquest of the Promised Land.

41. The Temple and Synagogue: Structure, Art and Services.
42. Why the Unitarians Do Not Believe in the Trinity.
43. The Relationship of God and Man: An Analysis of the Bible Story of Gideon and Chayefsky's Play.
44. Comparison of the Exodus in the Bible with "Exodus" by Leon Uris.
45. The Divine Calling of Abraham and Its Effects on History.
46. The Similarities Between the Essenes and the Early Christians.
47. Marriage and Family Life in the Old Testament.
48. The Jewish Woman and Home Life.
49. The Modern Exodus: History Remade.
50. The Influence of the Book of Job on Dostoyevsky's "The Brothers Karamozov".
51. The Evolution of Drama from the Church as Exemplified in the Middle Ages.
52. The Roman Occupation of Palestine.
53. The Lives of Ruth and Esther in the Old Testament and Their Significance.
54. The Idea of Justice in the Book of Job.
55. The Israelites' Bondage and Liberation from Egypt: Its Influence on Subsequent Hebrew Literature.
56. The Divine Message of Salvation Rejected.
57. Jewish and Pagan Attitudes Towards Christ.
58. The Historical and Literary Backgrounds of the Psalms.
59. Genesis as a Myth.
60. The Significance of Family Life in the Old Testament.
61. The Notion of the Promised Land: the Chosen People?
62. Judaism: Basic Practices of the Orthodox Jew.
63. Passover: The Transition from Old to New.
64. Behavorial Patterns of the Israelites.
65. Prophetism: A Study of Jeremiah.
66. Medicine in the Old Testament and Ancient Times.
67. Family Life in Egypt: Marriages, Wives and Children.
68. The Friendship of David and Jonathan.
69. Egyptian Polytheism and Hebrew Monotheism.
70. An Analysis of the Book of Jonah.
71. The Rise of Religion in the Ancient Near East: The Gods and Goddesses of Babylonia and Assyria.
72. Hammurabi's Effect on Ancient Babylonia and the Mosaic Law.
73. The Importance of Palestine from a Historical and Geographical View in the Time of the Kings.
74. Religion in the Greek World Between 450 B.C. and 150 B.C.
75. Isaiah: Prophet of the Holiness of God.
76. Charles Darwin's "Origin of the Species" vs. "Genesis".
77. Ancient Phoenicia and Modern Lebanon: A Comparison.
78. The Effect of Social Darwinism upon the Thinking of American Catholics.
79. Priesthood of the Old Testament and Priesthood of the New Testament.
80. The Passover: A Foreshadowing of the Holy Eucharist?
81. The Book of Job and Greek Tragedy: A Comparison.

TOPICS FOR FRESHMEN INTER-DISCIPLINARY RESEARCH PROJECT

The following broad general topic areas, along with some specific topics, are merely suggestions for possible research papers in the Freshman Inter-Disciplinary Research for January, 1965. Further aid and information in selecting your specific topic will be available from your instructors in English and Theology. The list given here is by no means exhaustive of the possibilities. Final choice of your topic MUST have the approval of your Theology and English instructors.

WARNING: Do not choose a topic just because it seems easy. The apparently easy topic may, in the final analysis, be the most difficult to shape into an acceptable paper.

Further instruction on the form and writing of the paper will be given in your English course.

List #1

1. The Development of the Idea of the People of God -- the Covenant, Old and New.
2. The Development of the Idea of the Messiah (in this case, you might trace the presence -- or absence -- of messianic reference in the Aeneid, an excerpt of which is in the English text.)
3. Implications of the Book of Job
   (this topic would permit comparison with a contemporary treatment of the theme, viz., the play J.B.)
4. The presence of violence in the Old Testament.
5. The Idea of the Direct Relationship between Man and God
   (This could be expatiated by consideration of the play Gideon; by reference to the Christian refinement of the idea, as presented in A Man For All Seasons; by reference to several novels, such as Moby Dick in the more classic vein and Mika Waltari's Egyptian in the more popular vein.)
6. The Old Testament presentation of the Role of Woman.
7. Behavioral Contrasts between the Jewish People and Their Neighbors -- the Sumerians, the Babylonians, the Moabites, the Egyptians, etc.
8. Genesis: Creation, Myth, Evolution, and related problems.
9. The Anawim: Poverty. Relate to Abundance for What?
10. Marriage Symbols in the Old Testament.
11. Poetry in the Old Testament. Style of Hebraic poetry. Analysis of a Psalm.
12. Hebraic Justice versus Greek Decay. Relate Old Testament example to Antigone and Oedipus Rex.
13. Genesis and C. S. Lewis Trilogy.
14. Exodus Theme: relate to Illiad, Odyssey, Old Man and the Sea, Leon Uris' Exodus, etc.
15. Creation and de Chardin's writings.
16. The Old Testament and Love.

3. Behavioral Contrasts between the Jewish People and Their Neighbors - the Sumerians, the Babylonians, the Moabites, etc.

5. The above list is by no means exhaustive of the possibilities. The topics could also be re-worked in specific needs of the English Department.

October 6, 1964

Memorandum

To: Mother Majella, Sister Pauline, Mrs. McKinley

From: Frank Casey

Further consideration of the proposed inter-disciplinary project for January, affecting the theology, English and speech departments, leads me to the following thoughts.

1. From the standpoint of maximum study topics, it would seem desirable to formulate the basic study topics from the theology syllabus, since the research paper is already a part of the English syllabus.

2. Such topics could be framed to allow students' reference to works of literature or literary trends, by way of expansion or illumination of the topics.

3. All verbal contacts between students, working in teams, would be subject to the scrutiny and evaluation of the speech department representative.

4. Since the theology syllabus for the first semester relates to the Old Testament, and since the course concerns itself with thematic material --- i.e., Old Testament concepts --- the following topics suggest themselves for the project:

a. The Development of the Idea of the People of God - The Covenant - Old and New
b. The Development of the Idea of the Messiah (in this case, students might trace the presence ---or absence--- of messianic references in the Aeneid, an excerpt of which is in the English text)
c. Implications of the Book of Job (this topic would permit the comparison with a contemporary treatment of the theme, viz., the play J.B.)
d. The Presence of Violence in the Old Testament
e. The Idea of the Direct Relationship between Man and God (This could be expatiated by consideration of the play Gideon; by reference to the Christian refinement of the idea, as presented in A Man For All Seasons; by reference to several novels, such as Moby Dick in the more classic vein and Mika Waltari's Egyptian in the more popular vein.)
f. The Old Testament Presentation of the Role of Woman (this topic could be directed to stories such as those of Ruth, Judith, even Jezebel; it could be compared to modern literary depictions of women.)

List #2: Broad Areas and Categories. (Many topics in each item.)

1. Creation and Evolution: Origin of Man according to Science. Creation in the Bible. Literary Characteristics in Genesis. History and Myth in Genesis. The Age of Man and Biblical Geneologies. Creation as the Cosmic Victory of Yahweh. New Views on the
T Theology and Theory of Evolution.

2. Theology and Scripture:

   (a) Tradition: The Catholic Concept of Tradition. Scripture and Tradition in the Hebrew Community. Scripture and Tradition in Catholic Theology.
   (b) Biblical Study: Inspiration of Scripture. Different Senses of Scripture. Inspiration and Fuller Sense (Sensus Plenior) of Scripture (i.e., The "Fuller Meaning" of Scripture). Literary Genres in the Bible. The Bible and Archaeology. Biblical Inspiration: What It Means to a Christian. The Word of Biblical Theology. The Inspired-Writer as "God's Instrument." Recent Contributions to the Concept of Biblical Inspiration.
   (c) Old Testament Exegesis: Approaches to Old Testament Study. God and Nature in the Old Testament. Covenant in the Old Testament. "I am Who am." The meaning of Job (see List #1). The Book of Daniel. Meaning of the Canticle of Canticles. "Yahweh"--the Divine Name. Modern Israel--Fulfillment of God's Promise?

List #3: Specific Areas and Categories.

1. Ancient Semitic Civilizations: The Canaanites--Predecessors of the Hebrews in Palestine. The Babylonians. The Aramaeans. The Arabs. The Egyptians; (The Ethiopians).

2. (a) The Rise of Civilization in the Ancient Near East.
   (b) The Rise of Religion in the Ancient Near East: The Gods; Good and Evil; Conscience; Moral Responsibility; Personal Piety; Sin; Magic; etc. Plato's Nations of God; the Good; etc. Homeric and Hesiodic Ethical Traditions (The Iliad; the Odyssey; Theogany.

3. Understanding Genesis: (a) The Meaning of History..."Pre-History"... in Genesis.
   (b) God, Man, and Creation: The Biblical Explanation of the Universe (its dates, structure and general characteristics). The Universe According to Modern Science. TheAge of the World. The Myth of the "Six Days." The Bible and Biology: Evolution.
   (c) The Notion of the "People of God" and the Kingdom of Isreal: Hebrew Beginnings: Abraham: his background, family and "Divine Calling".
   The Patriarchal Life and System: The Patriarchs: Abraham's Descendants--Isaac, Jacob, and Joseph--and their Message.
   Moses: his life and development; his emergence as a leader of the Israelites.
   The Israelite Captivity and Bondage in Egypt under the Pharaohs.
   The Israelites: "A People of Destiny": The Ancient Jewish Rite of the Passover -- Commemorated by the modern-day Seder.
   The Tables of the Law: God's Cpvenant with Israel; The Names of God used in the Old Testament; The "Promised Land"; The

Conquest of Palestine; Israel as a Notion; the Mosaic Law.
Israel's Prophets: Early and Late.
Literary Forms: Symbolism, Myth, etc., in the Biblical Account of the Origin of Man; of Woman; of the Conflict Between Good and Evil.

4. The Later History of Israel...up to the Exile:
The Kingdom under Saul; Under David; Under Solomon.
The Division of the Kingdom into two parts.
Various Invasions, conflicts and wars with hostile neighbors.
Later Kings of Israel.

5. The Exile: The Babylonian Captivity:
Circumstances surrounding the Exile.
The Splendor of Babylonian Civilization.
Ezekiel; Judith; Tobias; Job; Daniel.
Cyrus, King of the Persians and Liberator of the Israelites.

6. Israel's Relations with the Great Empires of Antiquity:
The Egyptians. The Babylonians. The Persians.
The Hellenistic Civilization: (The Greeks)
The Romans: Israel's Conquest by Pompey--63 B.C.
Roman occupation of Palestine through the time of Christ.
The Destruction of Jerusalem under Titus--70 A.D.

7. The Role of Women in the Old Testament:
Sarah. Deborah. Judith Jezebel. Hagar.
Esther. Ruth. etc.

8. Marriage and Family Life in the Old Testament.

9. The Religious (and "Liturgical") Life of Ancient Israel: Prayers of daily consecration. The Sabbath. The Feasts of the Year. The Temple: its Services and Symbolism. The Synagogue: its Services. The Priests and Levites in the Service of the Temple. The "Doctors" in the Service of the Law. The Pharisees and Saducees. The Essenes. The notion of Priesthood in the Old Testament.

10. Old Testament Messianism:
(a) Its development in history: Promise, Covenant, Kingdom, Fulfillment.
(b) Changes in the Concept of the Messiah. The expectation of the Messiah-King. The Announcement of the Heavenly-Messiah. The Announcement of the Prophet-Messiah. The Messianism of Christ.

11. The Notion of Personal Salvation in the Old Testament:
The Rise of the "Person".
The Problem of Retribution: Collective and Temporal Retribution. Individual and Temporal Retribution. Individual and "other-worldly" Retribution.
The Mystic tradition.

12. The Notion of Suffering in the Old Testment: The Book of

Job and the Play, "J.B."

13. Literary forms in the Old Testament: Symbol, Myth, Allegory, etc. The Garden of Eden. Noah and the Ark. The Story of the "Big Fish": Jonah and the Whale (sic)

14. The Political Setting of the Old Testament:
The Notion of "Theocracy"
Palestine Under Roman domination and occupation:
Allegiance to God and to "Caesar".
The Great Kings of Ancient Israel in contrast to the Herods.
The Roman Procurators (v.g., Pilate.)

15. The Physical (Geographical) Setting of the Old Testament: Location, Climate, Vegetation of Palestine. The Homeland of Abraham--Ur of the Chaldees. Egypt,--the Delta of the Nile. Samaria. Bethlehem; Jerusalem; Nazareth. Suez: The "Wilderness of Sinai". Ancient Phoenicia and Modern Lebanon.

16 The Social Structure of Israel: Israel's Evolution from Tribe to Social Class. Slavery in Israel. Relations between the classes. Taxation. Civil Law: Judges and Courts; Crimes and Misdemeanors; Punishment and Penalty.

17. Occupations, Trades, and Livelihood in Ancient Israel: Money, banking, and Business. The notion of Work: The "Divine Institution" of Labor. Workers in the fields. Shepherds; Fishermen; Craftsmen; Merchants.

18. Behavioral Patterns: Habits and Customs of the Israelites: Personal cleanliness, hygiene, health. Diseases, medicine, medical men. Social Relationships. Leisure and Amusements. Vices.

19. Archaeology and the Old Testament: Archaeological discoveries in Palestine from pre-historic times to the New Testament.

20. Language, Letters, Literature, and the Arts in Ancient Israel:
Various languages spoken and their development.
Writing materials.
How the news was spread.
The "Art of the Spoken Word".
A "Nation Without 'Mere Letters'".
Knowledge: a "Divine Secret".

October 8, 1964

M E M O R A N D U M

TO: Teachers of Freshman English, Theology and Speech

SUBJECT: Proposed inter-disciplinary research project for January, 1965.

During the last two weeks a discussion has been carried on by a committee, made up of the following members: Mother Majella, Mother Pauline, Mrs. McKinley and Mr. Casey, for further consideration of the proposed inter-disciplinary project for January, affecting the Theology, English and Speech Departments. These preliminary discussions have produced the following thoughts which are presented for your consideration and comment:

(1) The "lame-duck" period which occurs in January after the students have returned from their Christmas holidays could best be used to give the students an experience in depth based on concentration on one topic which would involve analytical, critical and creative thought. The use of this one-subject feature is based on the conviction that an educational experience such as this, which involves a total concentration of the student's energies in a single enterprise over a specified period of time, is an extremely valuable and perhaps indispensable aspect of intellectual growth. Very rarely have colleges either permitted or demanded that a student bring to bear upon one subject all the intellectual force of which he is capable.

Although Marymount will not be a pioneer in the field of inter-disciplinary work, we are certainly one of the first to test this type of work with students other than in honors courses. Much will depend on proper planning and supervision of the students to see that the less industrious do not waste this opportunity for deepening their educational experience and their understanding of the inter-relationships of the various courses in which they are involved.

(2) From the standpoint of maximum practicality, it would seem desirable to formulate the basic study topics from the theology syllabus, since the research paper is already a part of the English syllabus and the communications arts are easily adaptable to many types of expression.

(3) Such topics could be framed to allow students' reference to works of literature or literary trends, by way of expansion or illumination of the topics.

(4) All verbal contacts between students, working in teams, would be subject to the scrutiny and evaluation of the speech department.

(5) As soon as possible the Freshman class (possibly in an assembly) should be alerted to the planned schedule of this project and made to feel that it is something "special" and a privilege for them to participate. The date for submitting proposed topics, bibliographies, and other related data, would be under the supervision of the English Department. The Theology Department would, of course, be responsible for seeing that the topics selected are within the scope of the material related to the Theology course.

(6) The library staff, too, will be involved in the securing of the necessary reference works and must be alerted in sufficient time to arrange for either purchase of additional books or for arranging inter-library loans.

(7) The method of grading will be left to the discretion of the various departments involved. In general, it seems that the works should constitute at least one-fourth of the semester grade. Semester examinations will be given these students before they depart for Christmas holidays. The results of these semester examinations should not be disclosed to the students, lest they use a high mark for an excuse to do less work on the project.

(8) Since the theology syllabus for the first semester relates to the Old Testament, and since the course concerns itself with thematic material -- i.e., Old Testament concepts -- the following topics suggest themselves for the project:

(a) The Development of the Idea of the People of God -- the Covenant, Old and New.
(b) The Development of the Idea of the Messiah (in this case, students might trace the presence -- or absence -- of messianic references in the Aenid, an excerpt of which is in the English text.)
(c) Implications of the Book of Job
(this topic would permit comparison with a contemporary treatment of the theme, viz., the play J.B.)

(d) The Presence of Violence in the Old Testament
(e) The Idea of the Direct Relationship between Man and God
(This could be expatiated by consideration of the play Gideon; by reference to the Christian refinement of the idea, as presented in A Man For All Seasons; by reference to several novels, such as Moby Dick in the more classic vein and Mika Waltari's Egyptian in the more popular vein.)
(f) The Old Testament presentation of the Role of Woman.
(This topic could be directed to stories such as those of Ruth, Judith, even Jezebel; it could be compared to modern literary depictions of women.)
(g) Behavioral Contrasts between the Jewish People and Their Neighbors -- the Sumerians, The Babylonians, the Moabites, etc.

(9) The Above list is by no means exhaustive of the possibilities. The topics could also be re-worked in specific needs of the English Department.

INTERDISCIPLINARY RESEARCH PROCEDURES

1. The College Research Paper by Grave and Sullivan contains all the information to write a technically correct paper, and its format is to be followed in this project.

2. The length of the paper is to be between eight and twelve typewritten pages. Especially note the margin format that is discussed on pages 74 and 77 of The College Research Paper.

3. The paper is to be judged by the Theology and English departments.

   English Dept. -- to concentrate on a technical evaluation of the paper.
   Theology Dept. -- to concentrate on a content evaluation of the paper.

   However, even though a mark will be givenby each department so that the individual student may be aware of the strengths and weaknesses in his paper, the overall grade (arrived at by averaging the two individual grades) is the important one, for it indicates the value judgement of the entire piece of work. Therefore, the composition evaluation of the paper will be the grade recored in each class.

4. The paper itself will count no more than 25% toward the final grade in the English or Theology course.

5. During the time that the student is released from class work to work on this project, her particular instructors in the involved courses will be on campus and available for guidance and assistance. Each student will have at least one conference with each instructor.

6. The research paper is due Tuesday, January 19. It is to be turned in before 4:00 p.m. to the instructor who will be collecting them in Room 10, across from the Registrar's Office.

7. The final exams in each course will take place during the last week of classes before Christmas vacation.

   Theology examination-- Tuesday, December 15, 7-9 o'clock.

   English examination -- Wednesday, December 16, 7-9 o'clock.

FAIRVIEW PERSONAL LIBRARY PROJECT

Aug. 1965

INSTRUCTOR'S KEY TO ACCOMPANY EVALUATION SHEET (REVISED)

"RATE THE FOLLOWING..."

1. Sufficient materials at hand to work with.
2. General ability on part of student to deal with scheduled activities.
3. General student response to project.
4. Student meets deadlines proposed.
5. Student has adequate bibliography.
6. Student has adequate outline.
7. Student has intelligible note cards.

Suggested ratings: (again arbitrary - simply to give some hint of uniformity to project for purposes of subsequent evaluation.)

EXCELLENT — student is proceeding well, nearly independently

GOOD — student is making, following directions.

FAIR — student needs much help; doesn't always grasp messages.

POOR — student not progressing well, needs too much outside help, lacks real understanding.

M E M O R A N D U M

FROM: Interdisciplinary Project Committee

TO: Mother Majella

SUBJECT: Final recommendations of the Committee on the Freshman Interdisciplinary Research Project for 1964-65.

1. The ten best reports are to be reproduced in some form and filed as a permanent source of reference in Marymount Library. The other reports are to be returned to the students.

2. The Committee recommends that the project of interdisciplinary research be made a part of the program for the 1965-66 academic year, unless the revamping of the semester system makes it impossible to work it into the schedule.

3. It is suggested that the cooperation of the entire faculty is necessary to make the project work smoothly. This is especially true of quizzes scheduled in the week before Christmas when the semester examination is given in the subjects involved in the project.

4. The Committee would like suggestions from other members of the faculty as to (a) whether the project should be attempted in both Freshman and Sophomore years and (b) whether or not more subjects could be involved in the project.

5. The opinion of the Committee is that (a) 20 to 30 per cent of the student body received extra benefit from the research project; (b) the benefit was greater in Theology and Oral Communication than in English; however, there was no loss in the English Department because the students learned the techniques of the term paper at least as well as by the previous class method; (c) those students who received little or no extra benefit by this type of program were the same who do average or below average work in regular class work.

6. The Committee also thinks that better planning, based on this year's experimental project, will make the project more effective in the future. An earlier start in announcing and directing the project, a better system of interviews to see that all the students are doing proper work, a better selection of topics which would demand more original work -- all these are suggestions which would make such a project more workable and of more benefit to the students.

7. All the Committee agree that one of the great benefits was a deeper understanding of the individual students. All agree, also, that this type of project demands more time than that demanded by regular class and seminar work.

Preliminary Report
on
1964-65 FRESHMAN INTERDISCIPLINARY RESEARCH PROJECT

On October 8, 1964, a memorandum addressed to the instructors of Freshman English, Theology, and Speech opened with the following paragraphs:

> "The 'lame-duck' period which occurs in January after the students have returned from their Christmas holidays could best be used to give them an experience in depth based on concentration on one topic which would involve analytical, critical and creative thought. The use of this one-subject feature is based on the conviction that an educational experience such as this, which involves a total concentration of the students' energies in a single enterprise over a specified period of time, is an extremely valuable and perhaps indispensable aspect of their intellectual growth. Very rarely have colleges either permitted or demanded that a student bring to bear upon one subject all the intellectual force of which he is capable.
>
> "Although Marymount will not be a pioneer in the field of interdisciplinary work, we are certainly one of the first to test this type of work with students other than in honors courses. Much will depend on proper planning and supervision of the students to see that the less industrious do not waste this opportunity for deepening their educational experience and their understanding of the inter-relationships of the various courses in which they are involved.
>
> "From the standpoint of maximum practicality, it would seem desirable to formulate the basic study topics from the theology syllabus, since the research paper is already a part of the English syllabus and the communication arts are easily adaptable to many types of expression. Such topics could be framed to allow the student's reference to works of literature or literary trends, by way of expansion or illumination of the topics."

The project was announced to the Freshmen during the first week of November. In the middle of November the English Department began its section of the syllabus dealing with the Term Paper. At this time the students were given a list of suggested topic areas and asked to choose tentatively a subject for their January paper. During the week before Christmas holidays began the Freshmen were given their semester examinations in English, Theology, and Speech (only the sections of Speech participating in the project).

On their return from vacation there were no scheduled classes and seminars in English and Theology; instead, students scheduled individual interviews with their instructors in these two disciplines for guidance in their research efforts During the final week of the project the sections of the Speech Department who participated were asked to present short talks on the subjects treated in their papers. These talks were taped and a few of them may be presented to the faculty at a later date to show the enthusiasm which these particular students developed in the process of preparing their papers.

Of course, it is too early to give anything but first impressions as to the total value of the project; nevertheless, it seemed advisable to get these immediate impressions at the end of the project while the whole experience was still fresh in the minds of the instructors and students.

On January 21, 1965, two days after the end of the research project, the members of the Committee on the Freshman Interdisciplinary Research were asked the following questions:

1. Although you have not had time to evaluate the worth of the papers prepared in the project, what in general is your reaction at this time to the project as a whole?
2. How do you think the students reacted to the project?
3. Do you feel that it was worthwhile? Of little real value? Or are your reactions mixed? Why?
4. What were the principal 'snags' in it? Do you have any definite ideas at this time as to how it could be handled better?
5. Was it really a chore or did you find it a pleasant experience?
6. How do think the students would answer Question 5?
7. Do you think research experience of this kind has influenced any students to change their plans for college work? How?
8. What percentage of the students do you estimate at this time received a real, worthwhile educational experience from the project?

In general the reaction to the project by the instructors participating was quite favorable and there was general belief that the project has merit as a tool of education at Marymount. The English instructors named among their first impressions that it was a good way to "teach" the term paper and that the students perhaps learned better by "doing."

Most of the committee (who have spent many long hours in private interviews and guidance during the project) think that the majority of the students, after their initial fear of tackling something new and different found the work interesting and in many cases very stimulating. There were, of course, the usual percentage who find merely being in school a chore and whose reaction to this experiment was either neutral or negative. It made their "goofing off" all the more evident.

The instructors found that they had come to know their students better than even contact in seminar work provided. (English instructors are becoming quite conversant in theology!!) That it was a chore in the time-consuming periods of interview and guidance, no one will deny; however, many felt that this may be the price that has to be paid to obtain the desired results. No doubt a much more efficient method will result from the experience gained in this initial project.

There was general agreement that stimulating the students towards independent study is desirable and that this type of project could be an effective tool to achieve this desired result.

Estimates of the percentage of the students who received really worthwhile educational experience from the project ran from twenty to thirty-five percent. However, the general opinion seemed to indicate that no one suffered a setback in his learning experience of the Freshman year of college by being a part of the project. (Incidentally, one consultant from Harvard University who has many years experience in this type of project--both at Harvard at the present and at other colleges in years past--estimates that only ten percent of his students get superior or above average educational experiences in projects of this kind.)

It was suggested by the committee that if the evaluation of this project indicates that it is worthwhile, we should try it again next year with some better organization of time and resources.

Among the difficulties and problems encountered were these:

1) Preliminary planning begun too late.
2) Choice of topics made too late.
3) Library resources should be strengthened (see comment below)
4) Interviews might be better structured.
5) Timing of final examinations needs cooperation of all the faculty.

Although the library resources in some fields were slim, in general the students did not even nearly exhaust the information they could have found in Marymount's library. They did not seem willing to dig beyond the most evident and easily found information and perhaps, too, there was always the great 'lark' of going to certain university libraries. The Arlington-Fairfax Community Center very generously loaned a ten-volume set of the Jewish Encyclopedia and other books which were of great value to the research project.

Comments from the sidelines vary from "The students as a whole seemed intensely interested in their work," to a very pessimistic "I still will have to be shown the value in it." "Many were aroused by the genuine curiosity a student should have toward her work." "It was the first time many of the students have had something to get their teeth into." "Some students tried to use their paper as an excuse for not preparing other lessons, but I doubt that this was the cause."

There will be a fuller report prepared for the faculty when all the papers have been studied and a closer evaluation can be made.

Since your reporter's Scot blood won't let him leave the rest of this page blank, perhaps two exerpts from a speech made by the Scripture Scholar, Father Carroll Stuhlmuller, C.P., last April will best sum up the attitude of the committee for this project as they planned and worked with it:

"Man can live only by energizing the powers and exploiting the potentialities put into his keep by Almighty God. Man's faults arise from his potentiality for genuine greatness, but greatness can never be achieved without risking failure."

"Man, who is told to work out his salvation by living humanly, is constantly required to abandon the tried-and-proven that he has worked to acquire and plunge into the unknown: this is the tension created in human life when God made man. Man, at his best, must stir with a discontent which is engendering new hopes and further ideas...When matters have settled and reached maturity, they are already old and in need of rejuvenation. What one man acclaims as his signal achievement, others are already dubbing as old-fashioned. A culture at its height is always closest to its decay. When the Catholic educational system, to take but one example, seems at its best and can evoke long experience, some educators call for re-assessment and, perhaps, redirection. School administrators are told to form something new and different, but they are not told exactly what. Here is where some form of faith is expected of them. They must step forward into the unknown, convinced that God wants new experimentation. This step forward off the plateau may seem a plunge into mystery. This struggle between the old and new, between the tried-and-proven and the exciting and unknown, is what I understand as the tension between wisdom and faith.